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ABSTRACT

This report addresses the success of students as they progress through reading, English, and mathematics course sequences at Miami-Dade Community College (M-DCC) (Florida). Results suggest that passing prerequisite courses does not ensure that students are adequately prepared for the next course in the sequence, especially in the lower level college preparatory courses or when earning "C" grades in college-level courses. Pass rates in reading courses, ranging from 58% to 64% for students who successfully completed the prerequisite course the previous term, suggest that students were reasonably well prepared. However, mathematics course pass rates indicate that students were not prepared by simply passing the prerequisite course. For college-level English and mathematics courses, students who earned higher grades in the prerequisite courses were better prepared for the next course than students who passed with "C" grades. Results also varied by course within subject areas, with some courses in a sequence appearing to be more difficult for students than others, even after successfully completing the prescribed prerequisite course. In most cases, students placed directly into courses by test scores were more successful than students who progressed through college preparatory or prerequisite courses. (JA)

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MIAMI-DADE COMMUNITY COLLEGE - INSTITUTIONAL RESEARCH

INFORMATION CAPSULE

I.C. No. 2000-09C

August 2000

How Well Do Prerequisite Courses Prepare Students for the Next Course in the Sequence?

Summary

This information capsule reports on the success of students as they progress through reading, English, and mathematics course sequences at M-DCC. Results suggest that passing prerequisite courses does not ensure that students are adequately prepared for the next course in the sequence especially in the lower level college preparatory courses or when earning 'C' grades in college-level courses. Prerequisites seemed to prepare students reasonably well in the English courses, and least well in the mathematics courses. Results also varied by course within subject areas, with some courses in a sequence appearing to be more difficult for students than others, even after successfully completing the prescribed prerequisite course. In most cases, students placed directly into courses by test scores were more successful than students who progressed through college preparatory or prerequisite courses.

ED 448 799

Introduction and Purpose

This information capsule reports on the success of students as they progress through reading, English, and mathematics course sequences at M-DCC. As part of the annual Placement Criteria Document review process, the test score ranges used to place students into courses are evaluated and modified as needed to ensure that students are prepared for the courses into which they are placed. This capsule provides information on the success of students as they progress to the next course and compares them to students who placed directly into the courses. Three questions are addressed in this capsule: 1) Does successful completion of a given course ensure that students are prepared for the next course in the sequence? 2) For college-level courses, does preparation level vary depending on grade received in the first course (e.g. are students who earn A's better prepared than students who earn C's for the next course)? 3) How do success rates for students who have successfully completed prerequisite courses compare to students who were placed directly into courses by test scores?

Method

Student enrollment in reading, English, and mathematics courses during Fall Term 1998-1 and 1999-1 was captured. Students who successfully completed a course and enrolled in the next course in the sequence the following Spring Term 1998-2 and 1999-2, respectively, were included in the analysis. Only students enrolling immediately in the next course were included to maximize the preparation effects of the previous course. It seems reasonable to assume that students will have the best chance of success, and benefit the most from skills they mastered in the first course, if they enroll immediately in the next course. Restricting the analysis in this way also minimized the effects of extraneous factors on student performance (e.g. work demands, family responsibilities, etc.) since these could be expected to be relatively constant over this short period of time. The percent of students enrolling immediately is reported to indicate how likely students are to continue in the course sequence without delay.

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To answer the second question, whether preparation level varied by grade, student grades were captured for the first course and success in the second course reported for each grading category. The campus reported in these tables is the campus where the student took the prerequisite (fall term) course. The third question was addressed by reporting success rates for first-time-in-college students who were placed directly into the same courses by their test scores.

Reading Results

Success in reading courses is reported in Tables 1 and 2 for each campus and college-wide. Results show that 58% of students college-wide who earned an 'S' in REA 0001 in 1998-1 were successful in **REA 0002** in 1998-2. This rate increased to 61% in 1999-2. Results varied by campus and also, to some extent, between the two years presented for each campus. Kendall Campus had the highest success rate in 1999-2 for REA 0002 (79%), which represents a dramatic increase from the previous year when the rate was 59%. Perhaps changes were made in the instructional format or curriculum of REA 0001 or REA 0002 courses for 1999 that can account for this improvement. Tables 1a and 2a show comparison results for students placed directly into the reading courses by test scores. For both years, students were more likely to be successful in REA 0002 if placed directly by test scores (65% in 1998-1 and 68% in 1999-1) college-wide.

For **REA 0010**, the success rate for students who had passed REA 0002 the previous term was 64% in 1998-2 and 62% in 1999-2. Results varied by campus with InterAmerican having the highest success rate for both years. InterAmerican also had the highest percent of students enrolling in the next course in the sequence the following term for both classes and both years, suggesting that students are strongly encouraged to continue immediately with the next course in the sequence to maximize their chances of success. Comparison results indicate that students who needed and successfully completed REA 0002 first had success rates comparable to students who placed directly into REA 0010 college-wide.

English Results

Tables 3 and 4 present success rates for English courses for 1998 and 1999 respectively while Tables 3a and 4a present comparison results for students who placed directly into the English courses. For **ENC 0020**, students who passed ENC 0002 in the fall term had success rates of 60% in 1998-2 and 67% in 1999-2. Most campuses had an increase in success rates in ENC 0020 in 1999. North Campus had the largest increase (10 percentage points) but still had the lowest success rate for ENC 0020 of the six campuses for both years. College-wide, students who placed directly into ENC 0020 had the same success rate (67%) as students progressing though ENC 0002 in 1999 and slightly higher success rates in 1998 (63% vs. 60%).

College-wide results for **ENC 0021** indicate that students who successfully completed ENC 0020 the previous term had success rates of 59% in 1998-2 and 60% in 1999-2. North Campus had a remarkable increase in success rate for ENC 0021 in 1999 (16 percentage points) while rates on the other major campuses remained more stable. College-wide, students who placed directly into ENC 0021 were more likely to be successful than students completing ENC 0020 (64% for both years).

For **ENC 1101,** the college-wide success rate was 67% in 1998-2 and 66% in 1999-2 for students who had passed ENC 0021 the previous fall term. Success rates for the major campuses held fairly steady across the two years. While Homestead Campus had a large increase in success rate in 1999-2, this may be attributable to normal fluctuations due to small sample size. College-wide, students who placed directly into ENC 1101 were slightly more successful (69% for both years). In addition, students who placed directly into ENC 1101 were more likely to earn 'A' or 'B' grades (47% in 1998 and 46% in 1999) than students who completed ENC 0021

first (35% for both years). These results suggest that students beginning in college preparatory courses are less likely to achieve the 2.5 GPA required for the CLAST alternative.

The total college-wide success rate for **ENC 1102** was 69% in 1998-2 and 71% in 1999-2 for students who passed ENC 1101 the previous term. Students were far more likely to be successful in ENC 1102 if they earned an 'A' in ENC 1101 (86% for 1998-2 and 85% for 1999-2) than if they earned a 'B' or a 'C'. Students who earned 'A' grades in ENC 1101 were also most likely to earn 'A' grades in ENC 1102 (42% and 47% for 1998-2 and 1999-2 respectively). The success rate was a little bit lower for student earning 'B' grades in ENC 1101 (73% in 1998-2 and 76% in 1999-2). Again, students earning 'B' grades were most likely to earn another 'B' in ENC 1102. Students earning 'C' grades in ENC 1101 had the most difficulty in ENC 1102, with only 55% successful in 1998-2 and 58% in 1999-2. Those that were successful in ENC 1102 were most likely to earn another 'C' grade (26% in 1998-2 and 32% in 1999-2). This finding has implications for the CLAST alternative, as students earning 'C' grades in both ENC 1101 and 1102 are not eligible for the alternative. Campus results are left for the reader to examine.

For **ENC 2301,** the total college-wide success rate was 73% in 1998-2 and 69% in 1999-2 for students who passed ENC 1102 the previous term. As expected, students earning 'A' grades in ENC 1102 were more likely to be successful in ENC 2301 than students earning 'B' or 'C' grades. This was most noticeable in 1999-2. Again, students who earned 'C' grades in ENC 1102 were most likely to earn another 'C' in ENC 2301 with similar results for the 'A' and 'B' grades.

Mathematics Results

Tables 5 and 6 display results for mathematics courses. College-wide, only about 1 in 3 students who enrolled in **MAT 0024** after passing MAT 0002 (previously MAT 0003) were successful in both years reported here. The success rate varied by campus, with Wolfson having the highest success rates of the major campuses for both years (40% in 1998-2 and 43% in 1999-2), and North Campus having the lowest (25% in 1998-2 and 19% in 1999-2). Comparison results for students placed directly into MAT 0024 are presented in Tables 5a and 6a. Students were much more likely to be successful in MAT 0024 if placed directly by test scores (57% in 1998 and 62% in 1999).

Students can take MAT 0020 (previously MAT 0012) or MAT 0024 before enrolling in **MAT 1033** depending on initial placement test scores. For students taking MAT 0020, the success rate in MAT 1033 was 43% college-wide for both years. For students taking MAT 0024 first, the success rate was 48% college-wide. These rates varied by campus, but Wolfson Campus had the highest success rates of the three major campuses for MAT 1033 in 1999-2 regardless of which course students took first. The pass rate in MAT 1033 for North Campus students in 1999-2 was much higher for students completing MAT 0024 (49%) than MAT 0020 (37%). Comparison results indicate that students placed directly into MAT 1033 were more likely to be successful, although only slightly more than half the students were successful (58% in 1998 and 56% in 1999) college-wide.

MAC 1102 was re-numbered to MAC 1105 in 1999-1. MAC 1105 will be used to refer to this course in the narrative. Approximately half of the students taking **MAC 1105** immediately after passing MAT 1033 were successful, with 54% passing in 1998-2 and 51% passing in 1999-2 college-wide. Students were much more likely to be successful in MAC 1105 after earning an 'A' in MAT 1033 (81% passing in 1999-2), than students who earned a 'B' (55% passing in 1999-2). Less than a third of the students who earned a 'C' in MAT 1033 passed MAC 1105 in both of the years reported. Students placing directly into MAC 1105 by test scores were slightly

less likely to be successful (51% in 1998 and 49% in 1999). Campus results are left for the reader to examine.

For **MAC 1140,** students passing MAC 1105 the previous term had success rates of 54% in 1998-2 and 61% in 1999-2. Again, students who earned 'A' grades in MAC 1105 were most likely to be successful (80% in 1998-1 and 81% in 1999-2). Only 28% of the students earning 'C' grades in MAC 1105 in 1998 were successful in MAC 1140 the following term. This rate increased to 39% in 1999 but still only slightly more than a third of the students passing MAC 1105 with a 'C' were successful in MAC 1140. Of the students who were successful, most earned 'C' grades in MAC 1140, which would not qualify them for a CLAST alternative. Clearly students earning 'C' grades in MAC 1105 are likely to have difficulty in the next math course, and are unlikely to qualify for the CLAST alternative. An insufficient number of students were placed directly into MAC 1140 for comparison.

Conclusion

The first question addressed whether passing a given course ensured that students were prepared for the next course in the sequence. Pass rates in reading courses ranging from 58% to 64%, for students who successfully completed the prerequisite course the previous term, suggest that students were reasonably well prepared, however, there seems to be room for improvement. English course pass rates were a little better – ranging from 59% for ENC 0021 to 73% for ENC 2301, both in 1998-2. Mathematics course pass rates indicate that students were not well prepared by simply passing the prerequisite course. Pass rates for mathematics courses ranged from 32% for MAT 0024 in 1998-2 to 61% for MAC 1140 in 1999-2. The transition between all math courses appears to be very difficult for many students.

The next question addressed whether students who earned higher grades in the prerequisite courses were better prepared for the next course than students who passed with 'C' grades. For college-level English and mathematics courses this appears to be true. Students earning 'C' grades in ENC 1101 were less likely to pass ENC 1102 (58% passed in 1999-2) than students who earned 'A' or 'B' grades (85% and 76% respectively). For mathematics, the difference was more pronounced -- students who earned 'C' grades in MAT 1033 were much less likely to pass MAC 1105 (31% in 1999-2) than students who earned 'A' or 'B' grades (81% and 55% respectively in 1999-2), and students who earned 'C' grades in MAC 1105 were much less likely to be successful or earn higher than a 'C' grade in MAC 1140. These results have important implications for students' ability to qualify for CLAST alternatives.

And finally, the last question addressed whether students placed directly by test scores were more likely to be successful than students who needed and completed required college preparatory or prerequisite courses. Results indicate that for most courses, success rates for students placed directly into the courses were higher. This was particularly true for MAT 0024 and MAT 1033.

Campus results indicate that success rates vary by campus, and for a given campus across the years studied. Comparisons with Homestead and InterAmerican should be made cautiously since the numbers are small for these campuses.

Joanne Bashford:ab

Table 1

Success in Reading Courses Spring Term 1998-2

After Successfully Completing Prerequisite Reading Course Fall Term 1998-1

Course	Campus					
	North	Kendall	Wolfson	Homestead	InterAmerican	Total
			REA 0002			
'S' in REA 0001	n=232	n=133	n=109	n=6	n=63	n=543
% Enrolled in REA 0002	71%	65%	71%	n/a	84%	70%
Success Rate	**57%**	**59%**	**42%**	**n/a**	**83%**	**58%**
			REA 0010			
'S' in REA 0002	n=521	n=387	n=217	n=45	n=86	n=1,256
% Enrolled in REA 0010	56%	70%	56%	33%	71%	61%
Success Rate	**66%**	**57%**	**65%**	**60%**	**79%**	**64%**

Note: n/a means number of students enrolled is less than 10.

Table 1a

Success in Reading Courses of First-Time-in-College Students Fall Term 1998-1

When Placed Directly into Course by Test Score

Course	Campus					
	North	Kendall	Wolfson	Homestead	InterAmerican	Total
REA 0002	n=306	n=391	n=157	n=31	n=36	n=921
Success Rate	**66%**	**64%**	**64%**	**65%**	**83%**	**65%**
REA 0010	n=138	n=329	n=86	n=8	n=15	n=576
Success Rate	**67%**	**62%**	**65%**	**n/a**	**73%**	**64%**

Note: n/a means number of students enrolled is less than 10.

Table 2

Success in Reading Courses Spring Term 1999-2

After Successfully Completing Prerequisite Reading Course Fall Term 1999-1

Course	Campus					
	North	Kendall	Wolfson	Homestead	InterAmerican	Total
			REA 0002			
'S' in REA 0001	n=170	n=132	n=105	n=13	n=44	n=464
% Enrolled in REA 0002	72%	67%	75%	31%	86%	72%
Success Rate	**52%**	**79%**	**49%**	**n/a**	**74%**	**61%**
			REA 0010			
'S' in REA 0002	n=405	n=413	n=238	n=40	n=75	n=1,171
% Enrolled in REA 0010	65%	65%	55%	38%	73%	63%
Success Rate	**64%**	**58%**	**57%**	**67%**	**78%**	**62%**

Note: n/a means number of students enrolled is less than 10.

Table 2a

Success in Reading Courses of First-Time-in-College Students Fall Term 1999-1

When Placed Directly into Course by Test Score

Course	Campus					
	North	Kendall	Wolfson	Homestead	InterAmerican	Total
REA 0002	n=261	n=346	n=133	n=31	n=25	n=796
Success Rate	**65%**	**69%**	**72%**	**77%**	**72%**	**68%**
REA 0010	n=182	n=280	n=68	n=19	n=15	n=564
Success Rate	**68%**	**60%**	**63%**	**74%**	**67%**	**64%**

Note: n/a means number of students enrolled is less than 10.

Table 3

Success in English Courses Spring Term 1998-2

After Successfully Completing Prerequisite English Course Fall Term 1998-1

Course	Campus					
	North	Kendall	Wolfson	Homestead	InterAmerican	Total
			ENC 0020			
'S' in ENC 0002	n=154	n=103	n=113	n=5	n=39	n=414
% Enrolled in ENC 0020	70%	75%	73%	n/a	82%	73%
Success Rate	**49%**	**65%**	**63%**	**n/a**	**78%**	**60%**
			ENC 0021			
'S' in ENC 0020	n=343	n=247	n=153	n=32	n=64	n=839
% Enrolled in ENC 0021	54%	72%	71%	47%	77%	64%
Success Rate	**44%**	**68%**	**61%**	**60%**	**80%**	**59%**
			ENC 1101			
'S' in ENC 0021	n=169	n=331	n=143	n=41	n=97	n=781
% Enrolled in ENC 1101	79%	65%	69%	71%	68%	69%
'A' Rate	10%	9%	2%	14%	5%	8%
'B' Rate	17%	31%	26%	28%	36%	27%
'C' Rate	37%	29%	35%	10%	33%	32%
Success Rate	**64%**	**69%**	**63%**	**52%**	**74%**	**67%**
			ENC 1102			
'A' in ENC 1101	n=208	n=368	n=103	n=65	n=36	n=780
% Enrolled in ENC 1102	67%	63%	77%	62%	56%	66%
'A' Rate	46%	37%	48%	50%	35%	42%
'B' Rate	27%	35%	33%	33%	30%	32%
'C' Rate	13%	14%	8%	5%	10%	12%
Success Rate	**86%**	**86%**	**89%**	**88%**	**75%**	**86%**
'B' in ENC 1101	n=448	n=735	n=275	n=60	n=123	n=1,641
% Enrolled in ENC 1102	60%	66%	64%	65%	46%	62%
'A' Rate	19%	20%	11%	26%	9%	18%
'B' Rate	32%	32%	29%	44%	44%	33%
'C' Rate	27%	21%	19%	15%	23%	22%
Success Rate	**78%**	**73%**	**59%**	**85%**	**76%**	**73%**
'C' in ENC 1101	n=509	n=563	n=253	n=52	n=72	n=1,449
% Enrolled in ENC 1102	49%	61%	60%	54%	46%	56%
'A' Rate	6%	6%	6%	14%	0%	6%
'B' Rate	25%	22%	24%	25%	24%	23%
'C' Rate	32%	22%	24%	25%	30%	26%
Success Rate	**63%**	**50%**	**54%**	**64%**	**54%**	**55%**
Total % Enrolled ENC 1102	56%	64%	65%	60%	48%	60%
Total Success Rate	**74%**	**68%**	**63%**	**80%**	**69%**	**69%**

Note: n/a means number of students enrolled is less than 10.

Table 3 (continued)
Success in English Courses Spring Term 1998-2
After Successfully Completing Requisite English Course Fall Term 1998-1

Course	Campus					
	North	Kendall	Wolfson	Homestead	InterAmerican	Total
			ENC 2301			
'A' in ENC 1102	n=139	n=189	n=54	n=29	n=33	n=444
% Enrolled in ENC 2301	45%	38%	20%	34%	52%	39%
'A' Rate	54%	24%	45%	10%	47%	38%
'B' Rate	24%	34%	27%	50%	29%	30%
'C' Rate	11%	11%	9%	10%	12%	11%
Success Rate	**89%**	**69%**	**81%**	**70%**	**88%**	**79%**
'B' in ENC 1102	n=264	n=341	n=122	n=32	n=96	n=855
% Enrolled in ENC 2301	45%	47%	30%	28%	55%	44%
'A' Rate	19%	14%	8%	n/a	11%	15%
'B' Rate	33%	35%	50%	n/a	36%	36%
'C' Rate	33%	21%	33%	n/a	26%	27%
Success Rate	**85%**	**70%**	**91%**	**n/a**	**73%**	**78%**
'C' in ENC 1102	n=276	n=388	n=129	n=11	n=43	n=847
% Enrolled in ENC 2301	55%	47%	34%	36%	51%	48%
'A' Rate	10%	3%	7%	n/a	9%	6%
'B' Rate	24%	20%	34%	n/a	32%	24%
'C' Rate	43%	31%	43%	n/a	32%	37%
Success Rate	**77%**	**54%**	**84%**	**n/a**	**73%**	**67%**
Total % Enrolled in ENC 2301	49%	45%	30%	32%	53%	44%
Total Success Rate	**82%**	**63%**	**87%**	**61%**	**76%**	**73%**

Note: n/a means number of students enrolled is less than 10.

Table 3a
Success in English Courses of First-Time-in-College Students Fall Term 1998-1
When Placed Directly into Course by Test Score

Course	Campus					
	North	Kendall	Wolfson	Homestead	InterAmerican	Total
ENC 0020	n=156	n=206	n=115	n=19	n=28	n=524
Success Rate	**60%**	**62%**	**63%**	**68%**	**93%**	**63%**
ENC 0021	n=83	n=228	n=70	n=16	n=20	n=417
Success Rate	**52%**	**66%**	**64%**	**63%**	**80%**	**64%**
ENC 1101	n=611	n=870	n=287	n=104	n=31	n=1,903
'A' Rate	16%	16%	15%	19%	39%	16%
'B' Rate	26%	33%	35%	33%	26%	31%
'C' Rate	26%	22%	21%	13%	10%	22%
Success Rate	**68%**	**71%**	**71%**	**65%**	**75%**	**69%**

Note: n/a means number of students enrolled is less than 10.

Table 4

Success in English Courses Spring Term 1999-2

After Successfully Completing Prerequisite English Course Fall Term 1999-1

Course	Campus					
	North	Kendall	Wolfson	Homestead	InterAmerican	Total
			ENC 0020			
'S' in ENC 0002	n=103	n=110	n=120	n=9	n=46	n=388
% Enrolled in ENC 0020	72%	65%	77%	n/a	61%	69%
Success Rate	**59%**	**72%**	**66%**	**n/a**	**71%**	**67%**
			ENC 0021			
'S' in ENC 0020	n=229	n=257	n=192	n=37	n=75	n=790
% Enrolled in ENC 0021	76%	65%	79%	73%	83%	73%
Success Rate	**60%**	**64%**	**63%**	**56%**	**44%**	**60%**
			ENC 1101			
'S' in ENC 0021	n=304	n=364	n=191	n=32	n=78	n=969
% Enrolled in ENC 1101	70%	60%	74%	81%	82%	69%
'A' Rate	7%	7%	6%	12%	5%	7%
'B' Rate	24%	26%	35%	31%	36%	28%
'C' Rate	33%	33%	24%	27%	38%	31%
Success Rate	**64%**	**66%**	**65%**	**70%**	**79%**	**66%**
			ENC 1102			
'A' in ENC 1101	n=236	n=336	n=102	n=53	n=27	n=760*
% Enrolled in ENC 1102	64%	71%	76%	57%	63%	68%
'A' Rate	43%	47%	51%	57%	47%	47%
'B' Rate	27%	29%	26%	33%	24%	28%
'C' Rate	14%	9%	6%	0%	12%	10%
Success Rate	**84%**	**85%**	**83%**	**90%**	**83%**	**85%**
'B' in ENC 1101	n=408	n=714	n=278	n=83	n=80	n=1,574**
% Enrolled in ENC 1102	58%	67%	66%	57%	54%	63%
'A' Rate	16%	16%	13%	32%	12%	16%
'B' Rate	32%	39%	38%	34%	51%	37%
'C' Rate	23%	25%	20%	11%	26%	23%
Success Rate	**71%**	**80%**	**71%**	**77%**	**89%**	**76%**
'C' in ENC 1101	n=399	n=594	n=264	n=60	n=122	n=1,444***
% Enrolled in ENC 1102	54%	62%	56%	58%	49%	57%
'A' Rate	4%	6%	3%	6%	5%	5%
'B' Rate	22%	20%	18%	14%	30%	21%
'C' Rate	34%	31%	30%	43%	25%	32%
Success Rate	**60%**	**57%**	**51%**	**63%**	**60%**	**58%**
Total % Enrolled in ENC 1102	58%	66%	64%	57%	52%	62%
Total Success Rate	**70%**	**73%**	**66%**	**76%**	**73%**	**71%**

Note: n/a means number of students enrolled is less than 10.

*Total includes 6 Virtual College students.

**Total includes 11 Virtual College students.

***Total includes 5 Virtual College students.

Table 4 (continued)
Success in English Courses Spring Term 1999-2
After Successfully Completing Prerequisite English Course Fall Term 1999-1

Course	Campus					
	North	Kendall	Wolfson	Homestead	InterAmerican	Total
			ENC 2301			
'A' in ENC 1102	n=119	n=219	n=55	n=31	n=21	n=449*
% Enrolled in ENC 2301	18%	18%	13%	3%	0%	15%
'A' Rate	33%	33%	n/a	n/a	n/a	35%
'B' Rate	38%	38%	n/a	n/a	n/a	35%
'C' Rate	19%	10%	n/a	n/a	n/a	12%
Success Rate	**90%**	**81%**	**n/a**	**n/a**	**n/a**	**82%**
'B' in ENC 1102	n=245	n=311	n=133	n=37	n=72	n=803**
% Enrolled in ENC 2301	31%	23%	5%	0%	26%	22%
'A' Rate	11%	11%	n/a	n/a	11%	10%
'B' Rate	29%	10%	n/a	n/a	47%	22%
'C' Rate	39%	37%	n/a	n/a	21%	37%
Success Rate	**79%**	**58%**	**n/a**	**n/a**	**79%**	**69%**
'C' in ENC 1102	n=258	n=312	n=121	n=21	n=45	n=760***
% Enrolled in ENC 2301	28%	20%	19%	0%	27%	22%
'A' Rate	7%	3%	0%	n/a	0%	4%
'B' Rate	19%	21%	22%	n/a	17%	20%
'C' Rate	40%	36%	48%	n/a	42%	40%
Success Rate	**66%**	**60%**	**70%**	**n/a**	**59%**	**64%**
Total % Enrolled in ENC 2301	27%	20%	12%	1%	22%	20%
Total Success Rate	**75%**	**64%**	**68%**	**n/a**	**71%**	**69%**

Note: n/a means number of students enrolled is less than 10.

*Total includes 4 Virtual College students.

**Total includes 5 Virtual College students.

***Total includes 3 Virtual College students.

Table 4a
Success in English Courses of First-Time-in-College Students Fall Term 1999-1
When Placed Directly into Course by Test Score

Course	Campus					
	North	Kendall	Wolfson	Homestead	InterAmerican	Total
ENC 0020	n=128	n=240	n=91	n=17	n=21	n=497
Success Rate	**65%**	**64%**	**77%**	**76%**	**71%**	**67%**
ENC 0021	n=118	n=269	n=72	n=21	n=17	n=497
Success Rate	**58%**	**65%**	**72%**	**62%**	**65%**	**64%**
ENC 1101	n=568	n=792	n=245	n=81	n=38	n=1,727*
'A' Rate	18%	14%	17%	14%	24%	16%
'B' Rate	29%	31%	27%	42%	21%	30%
'C' Rate	21%	24%	22%	21%	32%	23%
Success Rate	**68%**	**69%**	**66%**	**77%**	**77%**	**69%**

Note: n/a means number of students enrolled is less than 10.

*Total includes 3 Virtual College students.

Table 5

Success in Mathematics Courses Spring Term 1998-2

After Successfully Completing Prerequisite Mathematics Course Fall Term 1998-1

Course	Campus					
	North	Kendall	Wolfson	Homestead	InterAmerican	Total
			MAT 0024			
'S' in MAT 0003	n=130	n=294	n=92	n=21	n=45	n=582
% Enrolled in MAT 0024	75%	37%	78%	57%	91%	67%
Success Rate	**25%**	**29%**	**40%**	**25%**	**54%**	**32%**
			MAT 1033			
'S' in MAT 0012	n=180	n=266	n=129	n=45	n=0	n=620
% Enrolled in MAT1033	73%	77%	84%	73%	n/a	77%
'A' Rate	4%	7%	10%	30%	n/a	9%
'B' Rate	15%	13%	11%	21%	n/a	13%
'C' Rate	26%	18%	23%	18%	n/a	21%
Success Rate	**45%**	**38%**	**44%**	**69%**	**n/a**	**43%**
'S' in MAT 0024	n=269	n=459	n=169	n=38	n=46	n=981
% Enrolled in MAT 1033	66%	75%	73%	61%	59%	71%
'A' Rate	11%	14%	9%	39%	22%	13%
'B' Rate	15%	17%	9%	9%	19%	15%
'C' Rate	20%	19%	21%	9%	30%	20%
Success Rate	**46%**	**50%**	**39%**	**57%**	**70%**	**48%**
			MAC 1102			
'A' in MAT 1033	n=56	n=151	n=37	n=30	n=17	n=291
% Enrolled in MAC 1102	70%	60%	76%	77%	76%	67%
'A' Rate	46%	35%	32%	39%	31%	37%
'B' Rate	23%	30%	29%	26%	23%	27%
'C' Rate	8%	16%	7%	30%	15%	15%
Success Rate	**77%**	**81%**	**68%**	**95%**	**69%**	**79%**
'B' in MAT 1033	n=105	n=206	n=60	n=19	n=27	n=417
% Enrolled in MAC 1102	60%	57%	80%	53%	74%	62%
'A' Rate	13%	4%	6%	0%	10%	7%
'B' Rate	22%	22%	29%	20%	35%	24%
'C' Rate	14%	35%	27%	40%	30%	28%
Success Rate	**49%**	**61%**	**62%**	**60%**	**75%**	**59%**
'C' in MAT 1033	n=175	n=270	n=85	n=9	n=20	n=559
% Enrolled in MAC 1102	50%	50%	58%	n/a	60%	52%
'A' Rate	7%	0%	0%	n/a	0%	2%
'B' Rate	15%	4%	8%	n/a	17%	9%
'C' Rate	17%	24%	8%	n/a	42%	19%
Success Rate	**39%**	**28%**	**16%**	**n/a**	**59%**	**30%**
Total % Enrolled in MAC 1102	57%	55%	69%	64%	70%	59%
Total Success Rate	**50%**	**53%**	**46%**	**81%**	**69%**	**54%**

Note: n/a means number of students enrolled is less than 10.

Table 5 (continued)

Success in Mathematics Courses Spring Term 1998-2

After Successfully Completing Prerequisite Mathematics Course Fall Term 1998-1

Course	Campus					
	North	Kendall	Wolfson	Homestead	InterAmerican	Total
			MAC 1140			
'A' in MAC 1102	n=98	n=166	n=53	n=23	n=45	n=385
% Enrolled in MAC 1140	8%	19%	21%	17%	24%	17%
'A' Rate	25%	39%	55%	n/a	64%	45%
'B' Rate	38%	23%	0%	n/a	18%	20%
'C' Rate	25%	16%	27%	n/a	0%	15%
Success Rate	**88%**	**78%**	**82%**	**n/a**	**82%**	**80%**
'B' in MAC 1102	n=130	n=261	n=79	n=36	n=28	n=534
% Enrolled in MAC 1140	12%	12%	19%	11%	14%	13%
'A' Rate	6%	10%	20%	n/a	n/a	16%
'B' Rate	25%	26%	33%	n/a	n/a	26%
'C' Rate	6%	16%	13%	n/a	n/a	11%
Success Rate	**37%**	**52%**	**66%**	**n/a**	**n/a**	**53%**
'C' in MAC 1102	n=143	n=345	n=94	n=36	n=26	n=644
% Enrolled in MAC 1140	12%	7%	12%	17%	19%	10%
'A' Rate	0%	0%	0%	0%	n/a	2%
'B' Rate	12%	4%	9%	0%	n/a	13%
'C' Rate	12%	8%	18%	0%	n/a	13%
Success Rate	**24%**	**12%**	**27%**	**0%**	**n/a**	**28%**
Total % Enrolled in MAC 1140	11%	11%	16%	13%	20%	13%
Total Success Rate	**41%**	**50%**	**58%**	**50%**	**85%**	**54%**

Note: n/a means number of students enrolled is less than 10.

Table 5a

Success in Mathematics Courses of First-Time-in-College Students Fall Term 1998-1

When Placed Directly into Course by Test Score

Course	Campus					
	North	Kendall	Wolfson	Homestead	InterAmerican	Total
MAT 0024	n=193	n=349	n=74	n=22	n=15	n=653
Success Rate	**54%**	**58%**	**57%**	**82%**	**53%**	**57%**
MAT 1033	n=58	n=104	n=15	n=2	n=5	n=184
'A' Rate	7%	16%	33%	n/a	n/a	15%
'B' Rate	17%	29%	0%	n/a	n/a	22%
'C' Rate	19%	23%	20%	n/a	n/a	21%
Success Rate	**43%**	**68%**	**53%**	**n/a**	**n/a**	**58%**
MAC 1102	n=143	n=213	n=58	n=13	n=8	n=435
'A' Rate	13%	15%	24%	15%	n/a	15%
'B' Rate	15%	19%	26%	38%	n/a	19%
'C' Rate	11%	20%	19%	8%	n/a	17%
Success Rate	**39%**	**54%**	**69%**	**61%**	**n/a**	**51%**

Note: n/a means number of students enrolled is less than 10.

Table 6

Success in Mathematics Courses Spring Term 1999-2

After Successfully Completing Prerequisite Mathematics Course Fall Term 1999-1

Course	Campus					
	North	Kendall	Wolfson	Homestead	InterAmerican	Total
MAT 0024						
'S' in MAT 0002	n=102	n=173	n=111	n=14	n=36	n=436
% Enrolled in MAT 0024	63%	71%	74%	50%	61%	68%
Success Rate	**19%**	**32%**	**43%**	**n/a**	**41%**	**33%**
MAT 1033						
'S' in MAT 0020	n=210	n=337	n=166	n=52	n=34	n=799
% Enrolled in MAT 1033	59%	76%	80%	77%	74%	72%
'A' Rate	10%	8%	9%	15%	8%	9%
'B' Rate	12%	13%	17%	13%	8%	13%
'C' Rate	15%	21%	27%	23%	12%	21%
Success Rate	**37%**	**42%**	**53%**	**51%**	**28%**	**43%**
'S' in MAT 0024	n=276	n=397	n=152	n=31	n=70	n=926
% Enrolled in MAT 1033	63%	68%	76%	74%	79%	69%
'A' Rate	16%	15%	11%	13%	24%	15%
'B' Rate	11%	12%	22%	13%	18%	14%
'C' Rate	22%	19%	17%	13%	18%	19%
Success Rate	**49%**	**46%**	**50%**	**39%**	**70%**	**48%**
MAC 1105						
'A' in MAT 1033	n=46	n=107	n=41	n=12	n=22	n=228
% Enrolled in MAC 1105	72%	62%	76%	92%	64%	68%
'A' Rate	30%	27%	35%	18%	36%	30%
'B' Rate	36%	27%	35%	45%	36%	33%
'C' Rate	9%	24%	19%	18%	7%	18%
Success Rate	**75%**	**78%**	**89%**	**81%**	**79%**	**81%**
'B' in MAT 1033	n=88	n=167	n=55	n=16	n=35	n=363
% Enrolled in MAC 1105	61%	60%	71%	56%	60%	62%
'A' Rate	7%	7%	5%	50%	19%	10%
'B' Rate	15%	22%	23%	20%	29%	21%
'C' Rate	11%	27%	33%	10%	38%	24%
Success Rate	**33%**	**56%**	**61%**	**80%**	**86%**	**55%**
'C' in MAT 1033	n=132	n=219	n=99	n=23	n=26	n=499
% Enrolled in MAC 1105	57%	54%	67%	74%	58%	59%
'A' Rate	3%	0%	5%	0%	13%	2%
'B' Rate	5%	9%	5%	18%	20%	8%
'C' Rate	16%	20%	24%	24%	27%	21%
Success Rate	**24%**	**29%**	**34%**	**42%**	**60%**	**31%**
Total % Enrolled in MAC 1105	61%	58%	70%	72%	60%	62%
Total Success Rate	**38%**	**50%**	**54%**	**63%**	**76%**	**51%**

Note: n/a means number of students enrolled is less than 10.

Table 6 (continued)
Success in Mathematics Courses Spring Term 1999-2
After Successfully Completing Prerequisite Mathematics Course Fall Term 1999-1

Course	Campus					
	North	Kendall	Wolfson	Homestead	InterAmerican	Total
			MAC 1140			
'A' in MAC1105	n=107	n=181	n=72	n=40	n=46	n=451*
% Enrolled in MAC 1140	18%	15%	25%	10%	20%	17%
'A' Rate	42%	41%	44%	n/a	n/a	48%
'B' Rate	26%	37%	28%	n/a	n/a	29%
'C' Rate	16%	0%	0%	n/a	n/a	4%
Success Rate	**84%**	**78%**	**72%**	**n/a**	**n/a**	**81%**
'B' in MAC1105	n=155	n=293	n=95	n=31	n=39	n=613
% Enrolled in MAC 1140	15%	10%	18%	6%	8%	12%
'A' Rate	8%	7%	0%	n/a	n/a	5%
'B' Rate	42%	29%	41%	n/a	n/a	36%
'C' Rate	21%	21%	29%	n/a	n/a	23%
Success Rate	**71%**	**57%**	**70%**	**n/a**	**n/a**	**64%**
'C' in MAC1105	n=219	n=439	n=116	n=35	n=31	n=841**
% Enrolled in MAC 1140	6%	8%	22%	6%	10%	9%
'A' Rate	0%	0%	0%	n/a	n/a	0%
'B' Rate	15%	18%	8%	n/a	n/a	13%
'C' Rate	38%	21%	28%	n/a	n/a	26%
Success Rate	**53%**	**39%**	**36%**	**n/a**	**n/a**	**39%**
Total % Enrolled in MAC 1140	12%	10%	21%	8%	13%	12%
Total Success Rate	**71%**	**56%**	**57%**	**n/a**	**73%**	**61%**

Note: n/a means number of students enrolled is less than 10.

*Total includes 5 Virtual College students.

** Total includes 1 Virtual College student.

Table 6a
Success in Mathematics Courses of First-Time-in-College Students Fall Term 1999-1
When Placed Directly into Course by Test Score

Course	Campus					
	North	Kendall	Wolfson	Homestead	InterAmerican	Total
MAT 0024	n=89	n=177	n=26	n=9	n=8	n=309
Success Rate	**62%**	**60%**	**58%**	**n/a**	**n/a**	**62%**
MAT 1033	n=57	n=96	n=31	n=12	n=3	n=199
'A' Rate	11%	18%	19%	17%	n/a	16%
'B' Rate	16%	24%	29%	8%	n/a	22%
'C' Rate	21%	17%	13%	25%	n/a	18%
Success Rate	**48%**	**59%**	**61%**	**50%**	**n/a**	**56%**
MAC 1105*	n=134	n=255	n=48	n=14	n=8	n=460
'A' Rate	16%	13%	23%	36%	n/a	15%
'B' Rate	15%	16%	23%	7%	n/a	17%
'C' Rate	13%	21%	6%	14%	n/a	17%
Success Rate	**44%**	**50%**	**52%**	**57%**	**n/a**	**49%**

Note: n/a means number of students enrolled is less than 10.

*MAC 1105 replaced MAC 1102 in 1999-1.